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ABSTRACT

Ways in which participants in the educational system can improve school climate are presented in this paper. A model of organizational climate is described in terms of a functional relationship based on the functions and contributions of various groups. Specific recommendations are made for parents, teachers, principals, students, superintendents, boards of education, school staff, and the community. (29 references) (LMI)

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EXCELLENCE IN AMERICAN EDUCATION

THROUGH

IMPROVING SCHOOL CLIMATE:

What the Parents, Teachers, Students, Principals,
Superintendents, Board of Education, Central Staff,
Nonteaching Staff, and Community Can Do?

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CHAPTER I

Introduction

We Americans have always considered education a key to individual achievement and national strength. We know that education begins in the home and flourishes when it draws upon the combined efforts of children, parents, teachers, and administrators.[1]

George Bush came into office pledging to be the education president.[2] He states that "I firmly believe that education is one of the most important agenda items before our nation for the coming months and years".[3]

Starting with the landmark report "A Nation at Risk",[4] study after study has placed the American schools in the national limelight. Education has become a political, social, and educational issue and will remain so in the years to come.

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[1]The Honorable Ronald Reagon, The President of the U.S., The White House, Washington, letter dated January 30, 1986, What Works: Research About Teaching and Learning (U.S. Department of Education, Washington, D.C., 1986), p. iii.

[2]Nick Penning "The Report Card of the Education President; Educators Wonder: Will He Advance to the Next Grade? The School Administrator (American Association of School Administrators, Va), January 1990, p. 27.

[3]The Honorable George Bush, The Vice President of the U.S., Washington, D.C., Personal Correspondence, February 25, 1988.

[4]The National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform (Washington, D.C.: The National Commission on Excellence in Education, U.S. Department of Education, 1983.

Student achievement in the United States "reached a plateau" after four straight years of little or no improvement, Secretary of Education Lauro F. Cavazos said in releasing the annual state education-performance chart. ... This stagnation has occured, Mr. Cavazos said, despite record levels of spending on education by districts, states, and the federal government.[1] The secretary also said that a new American Revolution is needed in the nation's schools.[2] ... Our students are not performing.[3]

While about 2.5 million Americans graduate from high school each year, almost one million more drop out. And an additional 700,000 are merely passed along so that they find their way into the world - like the dropouts - difficient in basic skills, marginally literate and basically unemployable.[4]

In the recent years, virtually every state legislature or board of education has made changes in the name of reform. Chubb and Moe says, School systems have received more money; students have faced higher graduation requirements; and teachers and administrators have been enlisted to restructure school management. These efforts have largely failed.[5]

Improving the student performance is a multidimensional task. Most of the recommendations/activities of the reports,

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[1] Education Week Washington, D.C., 20008; May 9, 1990, p. 1.

[2] Daily News N.Y.; January 10, 1990, p. 1.

[3] Lauro F. Cavazos, U.S. Secretary of Education Leadership News American Association of School Administrators, Va; September 30, 1989, p. 3.

[4] Hugh J. Scott, Dean of Education, Hunter College, N.Y.C., "How We Can Shape Up Our Schools" Parade Magazine: July 22, 1990, p. 10.

[5] John E. Chubb and Terry Moe "Reform Can't Be Left to the Education Establishment", N.Y. Times August 26, 1990, p.E.19.

state regulations, and board of educations are important and mayhelp in the educational improvement. But most of the practices, studies, and reports on educational reforms seems to have ignored or given only a little importance to school climate.

Organizational climate is not unknown nor unsung by most professors of educational administration. What is of course, most apparent is that this body of knowledge has had little impact on the behavior of teachers and administrators.[1]

Significance and Need for the Study

This study has significance in several ways. Improving education and school climate has always been considered very important. Hence, a study of this kind may provide insights to those factors that lead to improving education and school climate.

Understanding the ways to improve school climate is important in itself. It has direct implication for students, teachers, administrators, parents, and community.

School administrators may use the findings of this study to compare attitudes of instructional staff and to assemble data that can secure in an effective and comfortable staff. It will also help them in providing an effective staff development program to improve student achievement. The findings may also help the prospective administrators and teachers as it will portray for them some of the realities of the job.

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[1]Carl Robert Steinhoff, Department of Organizational and Administrative Studies, New York University; Theoretical Constructs Associated with Organizational Climate Paper presented at the American Educational Research Association Meeting on April 11, 1980 at Boston, MA.

Conditions that can effect the school climate and human fulfillment should be investigated and recommendations be made for their improvement. It may help reduce administrators' and teachers' turnover and may help to increase their motivation and self-fulfillment. Above all it may help in improving student performance. The study would be of interest, use, and importance to educators, trustees, school boards, parents, community, and others who are concerned with the work of schools.

In summary, this study can have significance for its possible practical implications as well as for its limited part in the extension of our knowledge about the educational improvement and improving school climate.

CHAPTER II

School Climate

Effective schools share a number of characteristics. But one consistently rises to the top: a winning school climate. In fact, a winning school climate provides the very foundation for a sound educational program.

When a climate is right, people are inspired to do their best. Teachers and students - supported by parents and others - do what needs to be done to stimulate learning. Achievement generally rises. Individuals succeed. The school succeeds. The community thrives ... and so does our nation.[1] Good schools have a good climate.[2]

Definition

Halpin described climate as organizational analagous to human personality. As one moves to other schools, one finds that each appears to have a "personality" of its own.[3]

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[1]Jim Sweeney Tips for Improving School Climate American Association of School Administrators, Va., 1988, p. 1.

[2]William Snider "Parents as Partners" Education Week November 21, 1990. p. 18.

[3]Andrew W. Halpin quoted by Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (N.Y.: Random House), 1978, p. 137.

Is there anyone among us who has not sensed some invisible, yet powerful presence, which defines the essence of the organization in which they work? This unseen, but powerful determinant of behavior in organizations has been referred to variously as the organization's "personality", "feeling", "tone", or "Climate".[1]

Climate Conceptualized[2]

There are but three approaches to the measurement of climate commonly used in educational settings; those of Halpin, Likert, and Stern and his associates. Each developed a unique way to pool the perceptions of organizational participants so that the salient aspects of the normative environment could be identified. Then, having established a taxonomy of the stimulus domain each of the authors conducted secondary analyses with the aim of extracting more general higher-order relationships among these factors.

Halpin developed a descriptive questionnaire which measure teacher- administrator and teacher-teacher relationships. The organizational climate Descriptive Questionnaire (OCDQ) consists of 64 Likert items which are distributed among eight subtests. A second-order analysis of subtests resulted in six clusters of factors ranging in a continuum from "closed" to "open".

Likert (1967) extended the research carried out over many years in business and industry to educational settings. The Profile of a School (POS) examines subordinate/superordinate

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[1]Stenhoff Theoretical Constructs Associated with Organizational Climate

[2]Ibid.

relationships across eight organizational processes. These variables can be profiled in a continuum which ranges from exploitive to participative.

Stern utilized the need-press taxonomy to develop a variety of ideas to measure and clarify environmental press (the external situational counterpart to personality needs) of learning environments. Among these were: the College Characteristics Index, the High School Characteristics Index, and the Organizational Climate Index developed with Steinhoff. Six first-order factors were extracted in the public school studies. Subsequent factor-analytic studies of the OCI and the CCI led Stern and his associates to characterize the learning environment as either catabolic--growth destructive, or anabolic growth enhancing.

Functional Model

For the purpose of this paper, the author expresses the organizational climate in terms of functional relationship as follows:

$$O.C. = f.c\ (P, T, S, P_1, S_1, B, C, C_1, N)$$[1]

Where O.C. = Organizational Climate (School Climate)

f = function

c = contribution

P = Parents

T = Teachers

S = Students

P_1 = Principals

S_1 = Superintendents

B = Board of Education

C = Central Staff

C_1 = Community

N = Nonteaching Staff

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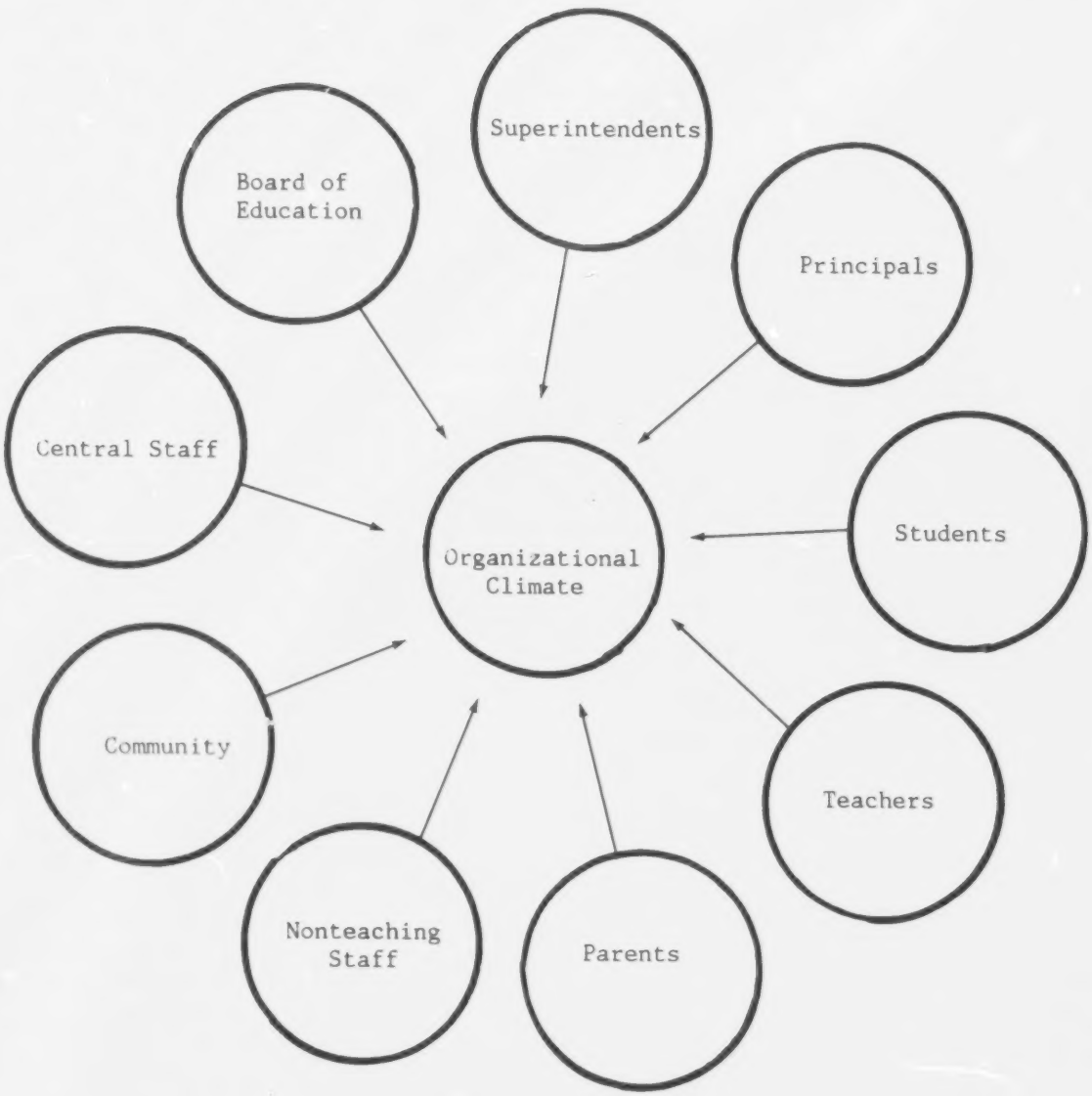
[1]Local, state, federal governments also have a bearing on the organizational climate but they are not stated here to keep this paper limited to more direct applications.

Functional Model

(Organizational Climate)



Krishan Chand, Ed.D.

CHAPTER III

Parents

Parents are the first and most important teachers for a child. They can help in student performance, educational improvement, and improving school climate. Children spend only about 1/3 of the time (6 hours) every day in school compared to 2/3 of the time (18 hours) every day they spend at home. Parents are shaping their children constantly and has a bearing on education of their children.

Parents can help their children[1] directly by being an example, help the children in doing things, working with the teachers, and school/school district. Parents has the strongest interest in the education of their children. Sixty eight (68%) of the respondents in a survey (n=1489) indicated that pupil achievement would increase with more participation.[2]

Seventy six percent (76%) of the respondents in a study said "Parents don't spend enough time with their children", 74% of the respondents in the same survey said "Parents are not doing a superior job of parenting".[3]

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[1]In this paper the word children or child will be used. The readers may choose/substitute the appropriate word that applies to them.

[2]Mary Ellen Stanwick Patterns of Participation ERIC Document Reproduction Service, ED 108 350, 1975.

[3]"Better Home and Gardens Magazine" quoted in Education Week Washington D.C.; May 9, 1990, p. 20.

Parents can help their children in a variety of ways depending on their own experience, need of their children and schools. Many of the parents may already be using the following and other useful ways to help their children. Here are some of the suggested ways they can help their children and schools:

Be an Example:

1. Example is better that precept. Do what you want your child to learn
2. Give personal committment to educating by example
3. Respect education and teachers. Talk about the importance of education as often as you can
4. Be on time at work, home, and on appointments
5. Establish family rules about getting up in the morning, meals, bed time, etc.
6. Keep a saving account
7. Assume responsibilities. Give your children suitable responsibilities
8. Set priorities
9. Plan properly
10. Perform community services
11. Read suitable material in front of your children
12. Watch suitable T.V. programs in front of your children
13. Don't abuse drugs/alcohol
14. Don't smoke
15. Display patience, tolerance, and self control
16. Eat properly
17. Exercise properly
18. Sleep and rest properly
19. Write letters etc. to your family and friends so that your child see you writing

Helping Your Child/Teacher/School:

20. Make sure your child goes to school regularly
21. Make sure that your child behaves properly
22. Share the conerns about your child with the school
23. Help your child write
24. Encourage children to write
25. Teach your children arithmetic skills
26. Take your children to museums, art and cultural shows, outings, etc.
27. Provide your child with a suitable atmosphere to do his/her home work
28. Provide your child with a suitable desk, good lighting, reference books, and other material he/she may need
29. Give your child time that is free from interuptions, conversations, and criticism for his/her errands
30. Make sure that your child feel every day that you care about him/her
31. Volunteer at your child's school
32. Praise your child for his/her success
33. Provide your child with a library card
34. Discuss with the child at dinner time what he/she has learned at school
35. Participate and attend activities that are open for parents at your child's school
36. Teach your child to tell time
37. Teach your child to draw
38. Teach your child to measure with ruler
39. Take an active part in your child's education

40. Teach your child to be neat and clean
41. Teach your child to clean teeth
42. Teach your child to wear clean dress
43. Teach your child to eat properly
44. Teach your child to respect teachers and other authorities
45. Teach your child to respect the rights of other people
46. Teach your child to get along with other students in the class/school
47. Teach your child to stay away from drug abuse
48. Be involved, caring, and do your best to help your child
49. Respect and honor the visit/contact of any school official
50. Learn the techniques to stimulate learning
51. Create an environment of child development at your home
52. Teach your child about safety at home, on the road, and at school
53. Prepare your child for tests
54. If necessary enroll your child in the after school program/ tutorial program
55. Make your child go to bed at a reasonable time
56. Keep a regular contact/communication between you and your child's teacher
57. Develop and maintain a trust between you and your child's teacher
58. Visit to observe your child in class as often as possible
59. Make sure that your child does not become involved with gangs
60. Make sure that your child does not posses/use firearms/ knife etc.
61. Attend all/most of the parent-teacher conferences

62. Make sure that your child does not damage any school property
63. Have a reasonable control over your children
64. Teach your child to respect and obey law
65. Teach your child to respect and obey school rules
66. Teach your child to respect and obey his/her class rules
67. Help your child to use his/her leisure time constructively
68. Don't let your child take head phones, video games etc. to school
69. Teach your child to use his/her travel time in learning
70. Your child should respect and learn from all the teahcers including substitute teachers
71. Deal appropriately in case of any teacher-student clash
72. Do not take any side of your child or of the teacher in case of a teacher-child clash
73. Teach your child that when things go wrong, don't look for culprits but look for solutions
74. Help your child find the solutions to problems
75. Give credit to your child when he/she behaves as a responsible person
76. Give credit to your child when he/she behaves like a concerned human being
77. Help your child to diminish his/her anger
78. Give proper attention to your child's personal appearance. A pleasing appearance in dress and manners may influence the reaction of others and to the general learning environment
79. Teach your child to be a good citizen
80. Teach your child to handle stress

81. Motivate your child to be successful
82. Help your child to think logically
83. Watch for and deal with any changes in eating or sleeping habits of your child
84. Watch for and deal with any dramatic mood changes in your child
85. Watch for and deal with any depression in your child
86. State your views/values clearly to your child
87. Teach your child to be a good listener
88. Teach your child not to fight, hit, or curse others
89. Make sure that your child takes pencils, notebooks, and other necessary material to school
90. Consider strongly the recommendations of teacher(s) for any alternative program for your child
91. Help your child in developing self-discipline
92. Help your child in developing self-esteem
93. Help your child to develop good judgement
94. Help your child not to do anything bad just because of peer pressure
95. Help your child in establishing priorities
96. If a school staff has been of particular help to your child, let that person know
97. Help your child learn all the academics/subjects
98. Spend every day some time with your children
99. Stay informed about what your child is learning at school
100. Expect more from your child
101. Ask your child's teacher, how you can help your child?

102. Learn more about issues confronting schools
103. Work with the schools to solve problems
104. Pay close attention to your school board elections etc.
105. Make a list of the questions/concerns that you want to discuss with the teachers

<u>To be a Better Parent:</u>

106. Attend parent-education groups if necessary and if available
107. Read books/material on helping your children
108. If you need extra help, consider joining any support group for parents
109. If necessary participate in workshops/seminars/courses for parents
110. Take help from any individual/group that may help you to be a better parent and deal with your child's needs
111. Read suggestions for other segments of educational community given in this paper

CHAPTER IV

Teachers

Teachers have the responsibility of teaching the students. All teachers work hard; children make demands and teachers have to respond endlessly.[1] A teacher is also a role model, friend, counselor, confident, confessor, and a teacher. Among the traits and qualities of tachers which influence upon others are frequently named as: intelligence, caring, and congeniality of interests.[2] It is a demanding and challenging position that provides an opportunity to mould the life of children.

Teachers must provide an effective instruction to provide an effective schooling to their students. Education will not improve without the committment of teachers. Many teachers are doing an excellent work and have the satisfaction of doing a superb job. Other teachers can do a better job by devoting more to their profession and by following the strategies that successful teachers follows.

Many research studies about teaching have been conducted. These studies suggest many ways to help the teachers. Following are some of the suggested ways:

---

[1]Haim G. Ginott Teacher & Child Avon, N.Y., 1975, p. 49.

[2]Krishan Chand Teacher's Friendliness Motivates the Students , 1980.

Class Work:

1. Teach classroom rules and your expectations and use them constantly
2. Start lesson with a fast lively warm-up activity
3. Make the students speak loud enough to hear each other's answers
4. When using audio-visual material or equipment, become fully acquainted with its operation before using it in class
5. Plan lesson(s) for the full time that you will be with the class
6. Students must be kept motivated and on task for the entire lesson
7. Rehearse your presentation prior to the class review
8. Prior to the class prepare and arrange material that you intend to use for the lesson
9. Arrange flash cards, pictures, slides, and other material in the order to be used in the lesson
10. Keep the students working on the task until the bell rings
11. Be committed to education of your students
12. Set and communicate high expectations to all of your students
13. Keep an orderly class climate (environment)
14. Students should sit on their assigned seats
15. Make a bulletin board for your class
16. Put your schedule in the class
17. Attendance should be taken properly
18. Introduce and compliment students achievement
19. Announce or post birthdays of class members
20. Send get-well cards for long illness

21. Announce and encourage school-wide functions and extra curricular activities
22. Be willing to help your students in all of their problems/ concerns that may be effecting their education
23. Remember that as a teacher you are a significant model for your students
24. If a child's behavior is unacceptable, do whatever is right as early as you can to correct the behavior
25. Divert the attention of the child to some other activity if you find him/her in some unacceptable behavior
26. Sometime the best thing you can do is to ignore inappropriate behavior
27. Reinforce appropriate behavior
28. If the behavior problem continues work with the parents of the students, counselor, and administrators
29. Develop a proper working relationship with your students
30. Prepare your students for their tests
31. Be tolerant, sympathetic, and helpful when children makes mistakes
32. Care about the welfare of your students
33. Give them credits for their success
34. Give them cookies, raisins, candies, etc. from time to time
35. Try to know each of your student individually
36. Teach sense of responsibility to your students
37. Teach to be a good citizen to your students
38. Explain the advantages of education especially to the students at-risk
39. Arrange for the material that you need to provide an effective instruction

40. Reward students who finish their assignments
41. Inform your students that they may seek your help when necessary
42. Explain to your students why an assignment is important to their learning
43. Take a genuine interest in every child in your class
44. Use of students Discipline Chart in class showing the behavior of each student for every day is helpful
45. Use of students Achievement Chart in class showing the achievement of each student for every day is helpful

Homework:

46. Never leave the assignment of the home-work to the last minute
47. Never give home work orally without writing them on the board
48. Give enough time to motivate and explain the homework assignment
49. Each homework assignment should be numbered
50. Designate a special space on the chalkboard for the homework assignment
51. A section of the subject's notebook should be assigned solely to homework
52. Homework should be given daily
53. Homework should be checked regularly
54. Homework should be returned regularly by teacher if collected
55. Homework should be of nature that motivates the students
56. Homework should be geared to the individual abilities of the students and educational goals
57. Homework should be neither too easy nor too difficult

58. Homework should be neither too short nor too long
59. Homework should not be given for the sake of punishment
60. Homework should not be thrown away after collection but should be checked and returned to students
61. Homework should not be assigned without explanation of what is expected

Legally Speaking:

62. Don't use any child for personal work, e.g., sending a child to store or to the soda machine
63. Don't do any personal business on school property
64. Don't collect any unauthorized collections at the school
65. Don't use any physical punishment of children at anytime
66. Don't leave school building during preparation periods without permission of the principal or assistant principal
67. Don't leave any class unsupervised
68. Don't leave collected money in the school in your drawer etc.
69. Don't place children in the hallway as a disciplinary measure
70. Don't send any student to home during the school time without authorization
71. Don't let any parent pick up children from the class without office authorization
72. Don't deny lunck to any child as a disciplinary measure
73. Don't ignore/refuse the right of the students
74. Don't remove/borrow any machine/equipment without permission of the principal
75. Report your own or students' injury immediately to the office
76. School is responsible for the safety of the children
77. Report any unsafe conditions to the office in writing

78. Don't let any unregistered child spend the day in your class without permission from the office
79. Don't give personal information regarding a child to any unauthorized person
80. Don't dismiss any class before time without permission of the principal/assistant principal
81. Don't take any class/student out of the building without permission of the principal/assistant principal
82. All visitors to your classroom must have a proper pass from the office
83. Report the suspected cases of child abuse properly

Miscellaneous:

84. Discuss with parents the educational, social, and emotional development concerns of their children
85. Let parents know early on if their children are having trouble in school
86. Keep the parents informed
87. Inform parents of the ways they can help
88. Inform parents of any un-excused absence of their children
89. Develop a proper working relationship with parents of your students
90. Plan properly for the teacher-parent conferences and use them for the advantage of the students
91. Appreciate the contact/help of parents
92. Identify areas of your improvement through self-evaluation and formal evaluation
93. Develop a proper working relationship with your supervisors, principal, and other school personnel
94. Plan strategies for self-improvement

95. Participate in activities, seminars, courses for self-improvement
96. Read material for self-improvement
97. Follow the rules/policies of your administrators/board
98. Be enthusistic on your job
99. Be a good listener
100. Participate in staff development
101. Learn more and more about the subjects you are teaching
102. Watch other teachers how they deal with the problems that you may have in teaching
103. Appreciate the volunteers in your class if any
104. Work effectively with teacher aid (if any) in your class
105. Read suggestions for other segments of educational community given in this paper

CHAPTER V

Students

Schools are for the students. Students are the main beneficiaries. When they learn, they succeed and the schools succeed. When they don't learn, they fail and the schools fail. When the students are little their parents and teachers have to help them learn. After they have grown up, they learn themselves in addition to the help from other adults. Younger students should be helped with the following suggested ways of helping them by their parents, guardians, and teachers. Grown up/matured students should try to follow these suggestions themselves and seek help from adults when necessary.

Learning is very important and is a continuous life long process. All the students can learn. Schooling will help the students and will effect their current and future life. Students are different individuals and have different learning styles. With a proper schooling all the students will be benefitted. Students must have a desire, motivation, and committment to learn. Here are some of the suggested ways of learning and succeeding at schools:

In the Class/Schools:

1. Follow instructions of your teachers
2. Follow instructions of your school
3. Do all of your class work

4. Behave good in class
5. Don't fight in class. Try to settle disputes peacefully
6. Sit on your assigned seats
7. Take all the necessary books, note books, pen, pencils, and other material to school
8. Raise your hand if you have a question or if you need help
9. Don't talk unnecessarily in class
10. Speak lound in the class when asked to read for class
11. Walk with a sense of purpose in line
12. Don't leave your seat without permission
13. Listen and follow instructions during fire drill
14. Wait for your turn to speak or for any other class activity
15. Every assignment is not always interesting but may be important to learn
16. Use library as often as you can
17. Concentrate on your work
18. Practise for a good handwriting
19. Learn correct spellings
20. Learn to read correctly
21. Practise mathematics
22. Learn math, science, english, history, geography, and other academic subjects
23. Take part in extra-curricular activities
24. Don't hesitate to ask questions
25. Don't damage school property
26. Don't damage school books and other material
27. Don't chew gum in the class
28. In case of any problem at school talk to your teacher and other school personnel

29. Choose the courses that you want to be enrolled in carefully
30. Stay in school - don't drop out
31. Take part in various contests and competitions
32. Go to school on time and regularly
33. Don't loiter in hallways and don't cut classes
34. Respect your teachers
35. Respect your principal, assistant principals, and other authorities
36. Don't favour your friends if you are a student monitor
37. Don't do anything that may lead to your suspension from the school
38. If you take part in sports/athelets take all the precautions to avoid any injury

Citizenship:

39. Know your rights and responsibilities
40. Help others whenever and wherever you can
41. Learn to get along with others
42. Develop an appreciation of all the cultures
43. Develop a commitment to truth
44. Develop a commitment to values
45. Develop a commitment to a good moral character
46. Develop good ethics

Health and Safety:

47. Exercise regularly
48. Eat a balanced food
49. Play appropriately
50. Keep a positive mind and sense of self-worth
51. Stay away from alcohol
52. Walk or use public transportation in groups

53. Avoid wearing expensive jewelry or clothing while going to and from school
54. Take precautions to avoid contracting aids and other sexually transmitted diseases
55. Learn to relax every day
56. Get plenty of sleep
57. When you feel tense, calm yourself
58. Don't stay out late in the night especially without the consent of your parents

<u>If you have to Work</u>:

59. Always keep in mind your educational goals
60. Choose a job that may be related to your schooling and may help in your schooling
61. Try to choose the work hours that effects the least on your education
62. Seek help from your counselors and other professionals in choosing your job
63. Learn to spend with in your budget
64. Learn to save money
65. Choose the job that may help in your future career goals

<u>Miscellaneous:</u>

66. Do all of your home work
67. Be cooperative at work and play
68. Think before you say or do any thing
69. Visit book stores to see books of your interest
70. Learn from your errors
71. Don't let failure go to your head
72. Learn to be a good organizer
73. Seek appropriate guidance when necessary

74. Be open to suggestions and advice
75. Develop a self-control
76. Plan for your future education/career
77. Read some thing every day at home
78. Write something every day at home
79. Do some mathematics every day at home
80. Keep in mind that learning is a continuous, life-long, and an integral part of life
81. Watch programs on T.V. that help you in learning
82. Decide on your priorities
83. Get the best posible advice/suggestions that you can form wherever you can
84. Be in the company of good people
85. Keep yourself motivated in whatever appropriate way you can
86. Make a schedule of your own for your studies and homework at home
87. Make a good plan for your studies
88. Make learning a lifelong commitment
89. Your parents or teachers may not be able to spend as much time as you want because of various reasons. If that happens, don't loose heart
90. If you are a non-English speaking student, learn English as soon as you can
91. Leace your headphones and video games at home. Don't take these to school
92. Plan ahead. Take things one step at a time
93. Make the most of your mistakes. Try not to repeat mistakes
94. Talk out your problems to a close friend, parent, teacher, or a trained professional

95. Don't always insist on being right, or making others wrong
96. Keep in mind that you are capable of learning
97. Develop creative thinking skills
98. Respect your parents
99. Don't make fun of other people or curse others
100. Sharp your pencils at home
101. Seek help from your parents, teachers, counselors in following these helps
102. Read suggestions given for parents and teachers earlier in this paper

CHAPTER VI

Principals

Principals can influence school climate in several ways. By working with teachers, parents, community, and students they can develop common values and a commitment between one another. Being school leaders, principals have a bearing on the education of the students and success of the schools

Principals have direct control and responsibilites over the employees at school. The principal is responsible for executing board policies at his/her school. He/She need to maintain a good working relationship with the superintendent, central office staff, school staff, parents, community, and students. They need professional competence in most of the areas that superintendents need. They are responsible for the educational programs and services at the school level.

Depending on the need of the schools, principals can help in the improving of school climate by using various ways. Each school differs in size, community, students, socio-economic, urban-suburban- rural setting, etc. Their needs and concern differs accordingly. Here are some of the ways the principals can improve the schools.

Administration/Supervision:

1. Select an effective staff to meet your school's objectives
2. Assign staff effectively to meet your school's objectives
3. Be competent in various tasks of principalship
4. Develop good communication procedures
5. Execute board policies at your school
6. Organize your staff properly
7. Develop and implement a good instructional program
8. Manage and supervise al the programs
9. Evaluate all the programs
10. Plan effectively
11. Lay the basis for procedures to work with instructional staff
12. Lay the basis for procedures to work with non-instructional staff
13. Develop procedures to work/deal with students in the classroom
14. Develop procedures to work/deal with students in the playground
15. Develop procedures to work/deal with students in the principal's office
16. Develop procedures to work/deal with students in planning
17. Develop procedures to work/deal with students in extra-curricular activities
18. Develop procedures to work/deal with students in discipline
19. Develop procedures to work/deal with students in student's council
20. Publish news letters and other school publications
21. Be an affective decision maker
22. Seek more information before making a decision
23. Differentiate between facts and opinions
24. Help your teachers in receiving instructional material that they need

25. Know all the policies, rules, regulations that you have to follow
26. Inform all of your subordinates about the rules and regulations that you want them to follow
27. Inform all of your subordinates about the consequences of not following the rules and regulations
28. Deal effectively with all the paper work related to your job
29. Deal effectively with all the need and concerns of the staff
30. Aim at achieving the objectives of school
31. Help staff in improving their professional skills
32. Observe and evaluate staff effectively
33. Make necessary recommendations on improvement of classroom instructions
34. Make necessary recommendations on improvement of class management
35. Help teachers to write effective lesson plans
36. Hold necessary staff meetings/conferences
37. Hold workshops/seminars for staff
38. Provide orientation to new and experienced staff
39. Supervise/assist staff in dealing with emergencies
40. Develop, implement, and improve curriculum
41. Mail material about the school and community to newly appointed staff
42. Maintain personnel records
43. Update personnel records
44. Supervise inventory control of instructional and other material
45. Organize and manage educational and extra-curricular activities
46. Develop short and long range planning

47. Establish standards of school on the guidelines of the school district, city, state, and federal requirements
48. Involve staff and community in planning
49. Find the needs and concerns of the school
50. Plan and schedule school's yearly calender of activities
51. Improve discipline in school
52. Plan and implement changes for improvement
53. Deal effectively with all the paper work

Interpersonal Relations:

54. Develop good working relationship with central office staff
55. Develop good working relationship with superintendent
56. Develop good working relationship with school staff
57. Develop good working relationship with parents of students
58. Develop good working relationship with community
59. Involve people effectively in school activities
60. Develop procedures to work with the community
61. Develop procedures to work with the teachers
62. Develop procedures to work with other citizens
63. Be consistent with your working patterns
64. Be consistent with your working relationship with others
65. Use coperative procedures whenever and whenever possible
66. Work effectively with parent-teacher associations
67. Work effectively with parent associations
68. Work effectively with other civic groups
69. Work effectively with governmental agencies
70. Work effectively with non-governmental agencies
71. Work effectively with the mass media such as newspapers, radio, and television
72. Obtain the view of others

73. Speak and let your staff speak to the community groups when needed
74. Involve others in decision making
75. Help teachers to build their effective relationship with students
76. Help teachers to build their effective relationship with parents
77. Help non-teaching staff to build their effective relationship with people who visit school
78. Help assistant principals to build better community relations
79. Help assistant principals to build better parents and staff relations
80. Approve school buildings for use by various groups as per rules of your school
81. Promote school-community activities
82. Speak at community activities about school
83. Help parents who need help so that they may help their children in learning
84. Respect other people and their views
85. Invite community/educational leaders to speak at the school

<u>Miscellaneous/General:</u>

86. Be a symbol in modelling values for the school that you administer
87. Develop a vision of what the school should be
88. Determine your role as principal to the particular school
89. Develop procedures for good working patterns
90. Give the parents opportunity to help the school
91. Give the community opportunity to help the school

92. Use criticism constructively
93. Treat others with respect
94. Evaluate performance of students and staff
95. Evaluate all the programs systematically
96. Supervise student testing properly
97. Review test data of students for administrative decisions
98. Take the necessary measures for the safety and security of students and staff
99. Periodically inspect school for determining any unsafe areas
100. Work effectively with school safety staff, police, and fire department
101. Conduct emergency drills
102. Establish procedures for entering and leaving of students to and from school building
103. Establish procedures for use fo science of lab, carpentary shops, etc. by students
104. Read suggestions for other segments of educational community given in this paper

CHAPTER VII

Superintendents

School superintendents are the chief school administrators and plays a vital role in the education of the young people in this nation. They can improve the organizational climate at the school district level and can influence school climate at every school building in the school district.

Superintendents can influence the boards, principals, central office staff, teachers, and other segments of the educational community. They have a significant position in the community. The leadership they provide will have a bearing on the education of the children and success of the school district.

Superintendents are responsible for all phases of the administration of school district. Depending on the needs and concerns of the school district, they can help in improving the school climate in various ways. Here are some of the suggested ways they may help in improving the organizational climate in their respective school districts:

Responsibilities:

1. Plan and evaluate all the phases of instructional programs effectively
2. Plan and evaluate all the phases of non-instructional programs/activities

3. Select and recommend all the personnel for appointment
4. Guide the inservice growth of the personnel
5. Prepare and submit the budget to the board
6. Administer the budget after its adoption by the board
7. Determine the building needs
8. Adminster building programs- construction, operation, and maintenance
9. Serve as a leader of the board, staff, and the community
10. Plan for the improvement of the educational system
11. Deal with other responsibilities of the position

Superintendent- Community Relations:[1]

12. Build a better community relations
13. Assign an administrator to coordinate district-wide community relations activities
14. Form staff-community advisory committees for various subject areas, each building, and region
15. Support PTA's and other activities for citizen involvement
16. Publish periodicals, reports, and news letters on community activities of the district. Use all the available media to inform the citisens about the school programs
17. Involve volunteers in tutoring, counseling, speaker bureaus, and other programs
18. Strengthen relationship with board, assistants, principals, teachers, non-certified staff, parents, and students
19. Visit all the schools during the school year
20. Take an active part in the community activities
21. Strengthen cross-cultural education and minority programs

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[1]Krishan Chand Superintendent- Community Relationship in the United States ERIC Document Reproduction Service, ED 249 616, 1984.

22. Keep good organizational climate in the district
23. Maintain quality educational programs and emphasize on student achievement
24. Encourage student activities in which student, teachers, and parents participate together
25. Make sure that people get warm reception when they visit the schools, central office, and school staff
26. Use all other suitable formal and informal strategies consisting of academic and non-academic activities
27. Avoid strikes and other conflicts

Superintendent-Board Relations:

28. Have patience, understanding, trust, respect, honesty, and open communication
29. To minimize confusion of jurisdiction between board-superintendent, spell out in as much as detail as possible the exclusive duties of each party
30. Build/help build proper agenda for each board meeting
31. Help the board in their professional development
32. Participate in your own professional development activities
33. Enter into a contract which is agreeable to you as well as to the employing board
34. Provide the board with accurate, timely, and complete information concerning the needs and conditions of the school district
35. Strive to build a working relationship of mutual trust, respect, and open communication with the board
36. Keep in mind that board has the prerogative to make the final decision on all maters

37. Be sensitive to the desires of the board
38. Support the decisions of the board even when it is contrary to your recommendations
39. Treat the board members equally well
40. Keep the meetings short and to the point
41. Keep in mind the philosophy and objectives of the board
42. Be in agreement with the board on vital aspects of the management of the school district
43. Work closely with the board president
44. Work more closely with all the chairpersons of the various committees of the board
45. Help the board in evaluating their expectations of you
46. Assist the board in evaluation of your performance
47. Give credit to the school board members publicly on every opportunity for student achievement and progress of the educational program
48. Take enough authority from the board to carry out designated responsibilities
49. Inform the board of administrative procedures needed to implement board policy
50. Develop a plan for board-superintendent communication
51. Put in writing the roles and responsibilities of the board and superintendent
52. Work as a team with the board

Board Meetings:

53. Plan for the meetings as carefully and thoroughly as possible
54. Attend and participate in all the possible meetings that you can
55. Make sure that every appropriate item in need of the board action is on the agenda

56. Do your home work before going to a board meeting
57. Establish a suitable format for all the board meeting
58. Assist the board in conducting the meetings in a pleasant atmosphere
59. Assist the board in making decisions only after they have heared all the sides of the issues
60. Encourage your other administrators for their effctive participation in the meetings
61. Welcome and encourage citizen participation in the meetings

Personal:

62. Be dedicated, committed, and motivated to the maintenance and improvement of a local school system
63. Serve the school district without any selfish interest
64. Have an open mind and consider differing views
65. Be willing to learn
66. Be willing to serve the community
67. Read educational material
68. Participate in educational conferences, seminars, and workshops
69. Be positive in approach
70. Don't be afraid to admit you don't know the answer to any particular question
71. Have strong leadership qualities
72. Have courage to take action in the interest of the schools inspite of outside pressures
73. Be honest. You will get in more trouble if you are not nonest
74. Be a good listener

75. Respect the openions of others
76. Be courteaus and respectful to other people

Opportunity for Personal Growth:

77. Prepare yourself thoroughly for superintendency
78. Join professional organizations
79. Read more professional literature regularly
80. If you have not earned a doctor's degree in educational administration, try to earn the same
81. Analyse your strengths and weaknesses and try to improve in your weak areas
82. Take brief holidays from time to time

General:

83. Clearly define and understand the role of the board of education, superintendents, and other administrators and staff, certified and non-certified
84. Assume all of those responsibilities and authorities assigned to you within the framework of the defined role
85. Keep abreast with the philosophy and objectives of the school district
86. Make decisions when sufficient facts are available
87. Share your problems and concerns with others whom you can trust
88. Understand the goals and objectives of the school district
89. Support the decisions of the board
90. Visit teh schools to understand problems the schools are facing
91. Maintain a good working relationship with your board. You should work with the board in a climate of mutual trust, respect, and open communication

92. Seek timely reports from other administrators in your school district concerning the status of the district
93. Do not hesitate to seek help from other superintendents. They are usually very willing to listen and help other superintendents in any way they can
94. Don't show any favoritism to your own friends or relatives
95. Don't use your position for any of your own advantage or for the advantage of your friends or relatives
96. Clearly understand the difference between administrative roles and policy making
97. Keep yourself informed about the changes in education and needs of society
98. Collect the necessary data/information from the most credible sources
99. Work cooperatively with others
100. Delegate authority and responsibility prudently
101. Maintain a good working relationship with the staff, community, and other groups involved
102. Deal in terms of the board policies
103. Provide an effective administrative leadership in accordance with the board policies
104. Provide the best possible educational programs within the resources of the school district
105. Decide with the board on specific procedures that they should use to evaluate your performance
106. Your original employment contract should state in clear terms the procedures of renewal of your contract that should be mutually agreeable to you and the board

107. Identify and solve problems on time
108. Keep the board and public informed of your work
109. Develop a ssense of achievement in your profession
110. Deal effectively with all the tasks of your position
111. Read suggestions for other segments of educational community given in this paper

CHAPTER VIII

Board of Education

The board of education is rsponsible for the establishment of the local public schools. School board members play a vital role in the education of the children. Effective board members may bring effective schooling for the students and organizational success.

Across the nation about 16,000 school boards and nearly 112,000 school board members meets about twice each month to formulate policies that effect the education of over 40 million students in the U.S. They formulate policies on curriculum, school finance, personnel, pupil services, and other areas of school governance. Members of the boards of education comes from various walks of life- merchants, farmers, housewives, doctors, lawyers, dentists, etc. Some of the members have experience in the work of the board, others are new and have not such experience. Although the school board members are usually the elite and leaders in their respective communities, it is recognized that most of the school board members are not trained in the technical aspects of the school administration.[1]

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[1]Krishan Chand A Handbook for Improving the Effectiveness of the School Board Members in America ERIC Document Reproduction Service, ED 302 901, 1989.

They can help in the improvement of school climate in various ways. Here are some of the suggested ways they may help in improving the organizational climate in their school district:[2]

General:

1. Clearly define and understand the role of the board of education, superintendent, other administrators and staff
2. Assume all of those responsibilities and authorities assigned to you within the framework of the defined role
3. Keep abreast with the philosophy and objectives of the board of education as board membership and board attitude change
4. Make decisions when sufficient facts are available
5. Share your problems and concerns with other board members
6. Understand the goals and objectives of the school district
7. Support the decisions of the board even when it is contrary to your own recommendations
8. Visit the schools to understand problems the schools are facing
9. Maintain good working relationship with other board members
10. Seek timely reports from the superintendent for keeping the board informed about the needs and status of the school district
11. Make sure that you have given due consideration to the recommendations of the superintendent before voting on formulating any policy

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Chand A Handbook for Improving the Effectiveness of the School Board Members in America

12. Don't show any favoritism to your own friends or relatives
13. Don't use your membership of the school board for any of your own advantage or for the advantage of your friends or relatives
14. Clearly understand the difference between policy making and administrative roles
15. Keep yourself informed about the changes in education and needs of society
16. Collect teh necessary data/information from the most credible sources
17. Work cooperatively with the other board members
18. Refuse to deal with individual school employees except through the superintendent or in case of their apeal from superintendent's decision
19. Attempt to familiarize yourself about the responsibilities and functions of the board members
20. Deal in terms of the board policies

Personal:

21. Don't be afraid to admit a mistake
22. Be social conscience
23. Develop organizational capability
24. Develop an understanding of the board's functions
25. Be dedicated, committed and motivated to the maintenance and improvement of a local school system
26. Serve the board without any selfish interest
27. Keep an open mind and consider differing views
28. Be willing to learn
29. Develop liking to serve the community

30. Read educational material
31. Participate in educational conferences, seminars, and workshops
32. Be positive in approach
33. Don't be afraid to admit that you don't know the answer to any particular question
34. Develop leadership qualities
35. Have courage to take action in the interest of the schools inspite of outside pressures
36. Don't use the school employees for the political purposes
37. Be a good listener
38. Be dedicated to serve the education of the students in the district
39. Respect the opinions of others
40. Be courteous and respectful to other board members

Working with the Superintendent:

41. Select an effective superintendent based on his/her quality educational training, breadth of experience, and personal capability
42. Provide the sueprintendent with a good employment contract
43. Provide the superintendent with the good working conditions
44. Help the superintendent in obtaining a good status in the society
45. Trust the sueprintendent to perform administrative tasks
46. Don't try to administer the schools yourself
47. Don't direct the superintendent in his/her administration
48. Ask the superintendent for his adice on matters in need of action

49. Don't try to dominate the superintendent
50. Hold the superintendent and his/her staff responsible for administration of the school district
51. Employ the school staff only on the recommendation of the superintendent
52. Give the superintendent your friendly advice
53. Provide sufficient safeguards around the superintendent so that he may perform his duties on a professional basis
54. Maintain a frank, open, and trustworthy relationship with the superintendent
55. Refer any application etc. received directly by the board to the superintendent
56. Refer all the complaints concerning the school district to the superintendent for his findings, report, and act on his recommendations
57. Be sensitive to the desires of the superintendent as he/she functions in hs/her role as chief school administrator
58. Support the superintendent in the performance of his/her duties
59. If you are president of the board, you must work more closely with the superintendent
60. If you are chairperson of any committee, consult the superintendent in relation to the work of your committee

<u>Board Meetings:</u>

61. Plan for the meetings as carefully and thoroughly as possible
62. Attend and participate in al the possible meetings you can
63. Make sure that every appropriate item in need of the board action is on the agenda

64. Do your home work before going to a board meeting
65. Establish a suitable format for all the board meetings
66. Conduct the meetings in a pleasant atmosphere
67. Evaluate the board meetings along with other board members and the superintendent
68. Make decisions in board meetings only after hearing all sides of the issues
69. Remember that as an individual you have no legal authority outside the meeting of the board
70. Welcome and encourage citizen participation in the meetings

Public Relations:

71. Conduct all the school board business only in legally called meetings
72. Attempt to maintain schools as good in quality as possible
73. Represent the people as much as possible
74. Open all the board meetings to the public except the executive sessions and closed meetings
75. Keep the public informed
76. Don't do any favoritism
77. Invite public suggestions and opinions
78. Respect public attitudes and values in educational planning
79. Represent the schools in various public functions
80. Speak to citizen groups and individuals and show them that you are interested in what they have to say

Instructional Programs/Curriculum:

81. Support to provide the students with the best possible educational programs
82. Employ quality teachers and other staff
83. Try to improve the working conditions of the school personnel

84. Keep an effective teacher-pupil ratio in the schools
85. Make sure that student's right and responsibilities are taken into consideration and protected
86. Determine subjects to be taught with in the requirements of law
87. Always operate in the best of the interest of cildren
88. Prepare students to deal with change
89. Nurture in students a desire and skills to be contributing members of society
90. Help each student to develop their abilities to their fullest potential

School Finance:

91. Make sure that the district has a sound accounting system
92. Use financial data in educational planning
93. Become familiar with school finance to make good decisions
94. Understand the funding plan, spending plan, and educational plans of the district
95. Authorize the preparation of the school budget and adopt it in its final form
96. Propose bond issues to the public for vote
97. Adopt standards and pass upon the procedrues of financial accounting
98. Review a periodical audit of the school district accounts and business procedures
99. Be careful with the funds
100. Approve the purchases
101. Read suggestions for other segments of the educational community given in this paper

CHAPTER IX

Central Staff

Personnel and responsibilities of the central staff varies from school system to school system. Their relationship to the individual schools should be clearly defined. Line of communication between board, superintendent, central staff, and individual schools should be clearly stated.

The central staff should recognize the prncipal's as the head of the school he/she administers. No one from the central staff has direct controlover the personnel at a school. The principal has that responsibility.[1]

The central staff consists of different personnel with different responsibilities and skills. They all can help in the improvement of school district's organizational climate. Different staff members can help differently depending on their skills, positions, and responsibilities.

To keep this paper within a certain limit and scope the author is not listing further details about the ways in which the central staff can help, but trust and believes that the staff can use their own job descriptions and skills as a guideline to perform effectively and improve the

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[1]Edgar L. Morphet, R.L. Johns, and Theodore L. Reller Educational Administration: Concepts, Practices, and Issues Prentice-Hall, Inc., N.J., 1960.

organizational climate. The guidelines for other segments of the educational community given in this paper will also be helpful to them.

Nonteaching Staff

The level of responsibility amongst nonteaching staff varies from position to position and school to school. All of them play a significant role in schools. Many of them have a direct contact with students. Proper policies and practices must be established pertaining to nonteaching staff.

Each member of the nonteaching staff can help in the improvement of schools. To keep this paper within a certain limit and scope the author is not listing further details about the ways in which they can help, but trust and believes that they can find ways to improve schools. The guidelines for other segments of the educational community given in this paper will also be of help to them.

Community

Good schools are essential to the health and quality of life of your community. Educated workers are more productive. Companies that are considering relocating, and bringing new jobs with them, regard the public school system as one of the consideration in their decision to move. So good schools can actually help increase employment and your community's overall prosperity.[1]

Education is an investment, not an expense. Education pays off ... and the cost of neglect is high. One study has

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[1]American Association of School Administrators Citizens and the Schools: Partners in Education Arlington, VA. 1984.

estimated that illiteracy costs our society over $12 billion per year - in lost production, in welfare, in prison costs, and in other social services. If we fail to invest in our human resources up front, we will pay and pay and pay.[2]

Different communities can help differently in the improvement of the schools. To keep this paper within a certain limit and scope the author is not listing further details about the ways in which the communities can help, but trust and believes that the communities can use their own resources to improve schools. The guidelines for other segments of the educational community given in this paper may also help them.

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[2]Ibid.

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